

Library 2

Rosenwald School Day Program

Negro School Improvement Day

Program *of* Exercises

FRIDAY

MARCH 6TH, 1931

THE JULIUS ROSENWALD FUND *for* "THE
WELL-BEING OF MANKIND"



ISSUED FROM THE OFFICE OF
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

A Suggested Program

1. Music.
2. Opening Prayer—by a minister.
3. Purpose of Rosenwald School Day—by the Principal or teacher in charge.
4. Reading of Greetings from Governor O. Max Gardner by a teacher or an older pupil.
5. Reading of Greetings from State Superintendent A. T. Allen by teacher or an older pupil.
6. The Story of Mr. Julius Rosenwald.
7. The Julius Rosenwald Fund in the South and in North Carolina.
8. Music—chorus of school children.

Our Negro Schools

9. Elementary Education.
10. High Schools.
11. Institutions of Higher Learning.
12. Other Agencies in Development of Negro Education:
 - I. The General Education Board.
 - II. The Anna T. Jeanes Fund.
 - III. The Phelps-Stokes Fund.
 - IV. The John F. Slater Fund.
13. Our Own School:
 - I. Report of Work Done through Parent-Teacher Association.
 - II. Report of Committees on Improvement of Buildings and Grounds.
14. Close—Music.

2/2/32
W.B. Few

Honor
25¢ cat



DR. JAMES H. DILLARD—MR. JULIUS ROSENWALD



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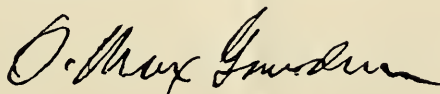
Governor Gardner's Message to Principals, Teachers, Pupils and Patrons of Rosenwald Schools in North Carolina

THE contribution which Mr. Julius Rosenwald has made to the building of schoolhouses for colored children in North Carolina has stimulated our people of both races to provide good schools for these children. All our people keenly appreciate Mr. Rosenwald's generous assistance in the building of more than 800 buildings, including schoolhouses, teachers' homes and shops. These schoolhouses, I am told, include classroom space sufficient to accommodate more than one-third of our entire Negro school population.

It is very appropriate that all principals, teachers, pupils and patrons of schools which have been aided by the Rosenwald Fund set aside some time at least one day in the school year to express sincere appreciation for the aid they have received from this Fund and from the other Foundations such as the General Education Board, Slater and Jeanes Funds, not forgetting of course, what the State, the counties and the local communities themselves have done to improve the Negro schools.

It gives me genuine pleasure to emphasize the appropriateness and the importance of such exercises as you have planned for March 6, 1931.

On this occasion, too, I hope you will not forget to have some discussion of our Live-at-Home Program. During the week of February 16-20, 1931, this program was emphasized in schools throughout the State. It will require the continuous and persistent efforts of all our people if we are to produce in North Carolina most of the necessities which we need in our everyday lives. Consequently, I express again the hope that you will have an interesting and profitable celebration of Rosenwald Day on March 6, and that you will include a place on your program for some discussion of our Live-at-Home idea. Thus we will not only build up good schools, but also prosperous communities and a prosperous State.

A handwritten signature in dark ink, reading "O. Max Gardner". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Governor.

State Superintendent's Letter

THE rapidity with which the work of the Julius Rosenwald Fund has spread over the country in recent years shows us the enthusiastic way in which it has been received by everybody concerned.

The whole story is an inspiring one. It lends courage and hope, not only to the colored people themselves, but also to all those who are trying to aid them in establishing an adequate school system for their children. It enables all of us to face the future with a higher confidence in the final outcome of the whole effort for Negro Education.

The movement for the erection of better school buildings for colored children is, in my opinion, one of the basic contributing factors in the rapidly changing attitude toward Negro education. It has helped to widen our conception of its place and meaning. It tends to liberalize our view as to the scope and kind of educational opportunity that should be offered to colored youth.

We are deeply grateful to Mr. Rosenwald for the generous aid that he has given us; we are justly proud of the record that we have made in building Rosenwald Schools. It seems fitting that we should set aside a day to take inventory of what we have done and to rededicate ourselves to the great task of school improvement that still lies before us.

A. T. Allen

State Superintendent Public Instruction.

The Purpose of Rosenwald Day

ALMOST nineteen years ago, in 1912, there was a conference between two great men. One of them was Mr. Julius Rosenwald, a successful business man and a philanthropist; the other was Dr. Booker T. Washington, Principal of the Tuskegee Institute, a great educator and thinker for his race.

It was at this conference that The Julius Rosenwald Fund for "the well being of mankind" was planned. Briefly, it was agreed that Mr. Rosenwald would cooperate with the public officials and the colored people of the South in the building of better school houses for Negro boys and girls.

The movement was a success from the beginning. A number of changes have been made in the administration and distribution of The Fund, but the spirit of cooperation between the public school officials, the officers of The Fund and the people themselves is as fine in 1931 as it was on the day in 1912 when Dr. Washington said to Mr. Rosenwald: "We will raise as much as you give, or more." The covenant between these two men has never been broken.

Today a grateful people in all the Southern States are celebrating "Rosenwald Day." It is fitting that we should do so.

Some of the objects that we have in mind for this occasion are:

1. To learn more about and to express our gratitude to Mr. Rosenwald for the contribution that he has made to education in the South.
2. To bring the people of the community together for the purpose of learning more about our school and awakening our interest in it.
3. To plan together for the improvement of our school, school building and school grounds.
4. To review some of the things that are being done in the field of Negro education in our own State of North Carolina.

The Story of Julius Rosenwald

JULIUS ROSENWALD was born August 12, 1862, at Springfield, Illinois, the city which had been the home of Abraham Lincoln. Like the other boys in Springfield, he attended the public schools and on Saturdays and vacations earned his spending money by working at odd jobs.

Mr. Rosenwald at seventeen entered business in New York City, where he remained for five years. In 1895 Mr. Rosenwald bought an interest in Sears, Roebuck and Company. Since that time he has been engaged in building up this mail order house. Under his leadership Sears, Roebuck and Company is now doing approximately one hundred and sixty times the business that it did in 1896. Mr. Rosenwald believes that permanent and successful foundations for business operations are to be found in making each transaction of mutual advantage to all concerned. In other words, the customers and employees must benefit as well as the company and stockholders. Soon after Mr. Rosenwald's entry into the company, he initiated the policy of "your-money-back-if-not-satisfied."

A list of Mr. Rosenwald's gifts indicates the range of his interests. Schools, hospitals, clinics, and dental services have benefited. He has given three million dollars for an industrial museum in Chicago, six millions to aid Jewish colonization upon farms in Russia, half a million to local charities, and three millions to the University of Chicago, besides establishing the Julius Rosenwald Fund with thirty-five million dollars dedicated to the "well-being of mankind."

In all Mr. Rosenwald's benefactions he has emphasized the desirability of contributing only where the interest and enthusiasm of others is sufficient to warrant their contributing an equal or larger amount. This characteristic is particularly evident in his program for establishing the Rosenwald schools for Negro children in the rural districts in the South.

The William E. Harman Awards for Distinguished Achievement in Race Relations presented Mr. Rosenwald in 1927 with a special gold medal in recognition of the national importance of his work in behalf of Negroes.

Dr. James Hardy Dillard

ON October 24, 1856, James Hardy Dillard was born at Farmers Delight, the family plantation in Nansemond County, Virginia. His father, a graduate of Princeton, had serious misgivings about the system of slavery. His mother was a woman of most unusual initiative and industry. He inherited both the humanism of his father and the practical ability of his mother.

On the plantation were three hundred and fifty slaves. Young Dillard, even in his earliest years, gained some knowledge of the slaves' personal loyalty and some conception of their deeper problems. At the age of twelve he went to live with an aunt in Norfolk, in order that he might attend the private school kept by William R. Galt. This teacher, with his love of truth and his hatred of all that was low and mean, gave to his students high ideals of character and conduct.

In 1873, young Dillard entered Washington and Lee University as a student. Within a three-year period he was graduated, having received the A.M. degree. He left the institution with the good wishes of both his teachers and his fellow students, and with every prospect of a brilliant career in the profession of law.

Due to reverses in his father's family at the close of the war, he put away his dream of building up a law practice and went to the task immediately at hand, becoming principal of the Rodman School in Norfolk. Through contact with the Sauveur Summer School of Languages, he worked at Amherst College, University of Vermont, State Normal School, Oswego, N. Y., and at other institutions. He later taught at Mary Institute and Tulane University.

On January 1, 1908, largely through the overtures of Dr. Wallace Buttrick, Dr. Dillard formally took charge of the Jeanes Fund.¹ In 1917 he became president of the John F. Slater Fund. In the same year he became a member of the General Education Board. Through the years he has served on various Boards, which have been striving to remove causes of friction, to heal division, and to establish and strengthen racial harmony. Thus it was that Dr. Wallace Buttrick once spoke of him as a "Citizen of the World." Truly, he may be classified along with Dr. Wallace Buttrick and Mr. Julius Rosenwald as an "Apostle of Racial Goodwill."

The Julius Rosenwald Fund in the South and in North Carolina

ON June 30, 1930, there were *4,762 Rosenwald schools, a number of them with separate buildings for shops and teachers' homes, standing in the fourteen states of the South. One may picture to himself more than thirteen thousand and six hundred teachers (in these modern schools, which dot the hills and valleys in almost every county of the South) giving elementary instruction in the three R's, in simple home-making and mechanical industries to more than six hundred thousand colored children. The Rosenwald schools represent investments of twenty-five million dollars. Of this total the Negroes have contributed approximately four and one-half million dollars, white citizens have raised by direct gift more than one million, public tax funds have entered to the extent of nearly sixteen millions, and approximately four millions have been provided either by Mr. Rosenwald personally or by the Fund. The Rosenwald contributions, it will be noted, are less than the total raised by the Negroes themselves in small amounts, county by county and village by village. The importance of these figures is that they show a willingness to cooperate on the part of public authorities and of private white and Negro citizens.

It was in 1915 that our own State of North Carolina began building Rosenwald schools. On July 1, 1930, we had *767 buildings with 2,400 class rooms which can accommodate 108,000 pupils. These schools cost \$4,722,742, of which amount the Rosenwald Fund has contributed \$670,501. The colored people have given \$655,124 and the white friends have made donations of \$75,140. The public appropriation for these schools was \$3,321,977.

Up to July 1, 1930, the Rosenwald Fund aided on libraries for elementary and high schools in fifty-one counties to the amount of \$4,226.42. In sixteen counties, thirty new busses were purchased and fifteen additional busses were operated, transporting 1,893 children. The Fund gave \$17,852.50 on the purchase and operation of these busses.

The length of the term was extended in fifty-five schools located in seventeen counties through the stimulation given by the Rosenwald Fund to the amount of \$15,058.29. Contributions have been made to library needs in both private and public colleges. Thus up to July 1, 1930, the Rosenwald Fund had given to North Carolina schools the sum of \$731,869.88.

We cannot measure the good that has been done through the Rosenwald Fund by the number of buildings that have been aided. In addition to the money that is given, the Fund supplies free of cost excellent plans for most any size building. The influence of these plans on the whole school building program in the State has been remarkable.

If the splendid spirit of cooperation between the people and the public school officials is continued and the aid of the Rosenwald Fund is extended to us for a few more years, there should be comfortable school buildings for every Negro boy and girl in North Carolina.

*By December 31, 1930, there were over 5,000 Rosenwald school buildings in the South. North Carolina by that date had constructed more than 800 buildings at a cost of more than \$5,000,000.

Our Negro Schools

Elementary Schools

A STUDY of rural school enrollment and average daily attendance has been made in the counties having Jeanes teachers and in the counties not having Jeanes teachers for the purpose of making some comparisons. The total Negro school population in 1928-29 was 312,976, and the total Negro *elementary* enrollment was 246,419. The total rural school enrollment in the 99 counties having a Negro school population for 1928-29 was 189,191; the total enrollment in the 41 counties having Jeanes workers was 132,288; and in the remaining 58 counties the enrollment was 56,903. The total average daily attendance in the rural schools of the 99 counties for 1928-29 was 126,832; total average daily attendance in the 41 counties having Jeanes workers was 87,569; and in the remaining 58 counties it was 39,263. In other words the 41 counties having Jeanes teachers enrolled 75,385 more children than the 58 counties not having Jeanes workers; and the average daily attendance was 48,306 more than in the 58 unsupervised counties.

In 1924 the State Department of Education set up definite standards for elementary schools, but it was not until 1928 that the first two Negro elementary schools became standardized. Now there are six accredited Negro elementary schools in North Carolina, all of which are special charter schools and located in the following cities: Charlotte (2); Greensboro (2), and High Point (2). There are at least twenty schools, rural and city, working to become accredited in 1931. The Harnett County Training School has met all of the requirements with the exception of its library.

Libraries

The first record of libraries in Negro schools was published in "STATE SCHOOL FACTS," June 1, 1930. This publication gives a total number of volumes for 1926-27 in elementary and high schools as 66,900, but does not indicate the number of libraries for this year. In 1928-29, two years later, the publication states that there were 388 libraries with a total number of 91,499 volumes, an increase of 24,599. The reports for 1929-30 have not been compiled, but the record from Rosenwald Aid for 1929-30 shows a total of 91 libraries with 14,742 volumes added this year at a total cost of \$12,369.26. Reports from Jeanes Supervisors for 1928-29 showed that with the aid of the Rosenwald Fund, County Superintendents, Parent-Teacher Associations, and the Lend-A-Hand-Mission, they were able to install in the rural schools forty-six libraries with 3,566 volumes during 1928-29. Guilford and Mecklenburg counties have access to the city libraries of Greensboro and Charlotte respectively. No separate publication of elementary and high school libraries has been made with the exception of Rosenwald libraries.

North Carolina Congress of Colored Parents and Teachers

SINCE the organization of the State Parent-Teacher Association its membership has grown from 10,117 in 1927 to 17,180 in 1929. This membership was taken from the reports of 26 cities and 20 county units reporting in the organization meeting in 1927, and from the reports of delegates representing 38 cities and 36 county units in 1929. Total amount of money reported by delegates from 1927 to 1929 is \$160,204.99.

The accomplishments of these associations cover a wide range of activities, some of which are as follows: Land purchased for Rosenwald schools; money raised to help build Rosenwald schools; purchase of pianos, sewing machines, libraries, victrolas, playground equipment; offices equipped; auditoriums equipped, and hot lunches provided.

The associations are still carrying on many activities for the improvement of their schools and communities.

High Schools

THE movement for developing high schools for Negroes in North Carolina began in the urban centers of the State in connection with private schools and State institutions long ago, and in rural areas with the County Training Schools the first of which was founded in 1914. Thus definite efforts in the secondary field both public and private were made some time prior to 1918 when the first high schools, four public and seven private, were accredited.

Between June, 1918, and June, 1930, a total of 94 high schools had been accredited, 88 of which still existed in 1930.

The years 1928-29 and 1929-30 saw the largest group of Negro high schools accredited for the entire twelve-year period since this rating was begun. Ten of the twelve schools accredited in 1929 and twelve of the fourteen accredited in 1930 were Rosenwald schools. In other words twenty-two of the twenty-six schools accredited in two years or 84.6% were housed in Rosenwald buildings.

At present there are 26 rural, 40 special charter schools in the total 68 accredited public schools, two of which are connected with State institutions; and 20 private schools in the total of 88; 24 or 92.3% of the 26 accredited rural schools, and 21 or 52% of the 40 accredited special charter schools, are in Rosenwald buildings.

The total enrollment in all colored high schools has increased from 3,477 in 1922-23 to 17,670 in 1929-30. In the latter year of all the children enrolled in standard public high schools, 6,069 or 49% were housed in Rosenwald buildings and 877 or 53% of the graduates came from them. It is estimated that 20,000 boys and girls are enrolled in our high schools during the present year. In the same period the per cent of high school pupils in the total colored public school enrollment has increased from 2.3 to 5.7, and the high school enrollment itself has shifted noticeably from the lower to the upper grades of the high school.

The increase in educational opportunity for the rural colored child is gratifying. The County Training School movement beginning in 1914 with the founding of three of this type of high school has grown to the present total of forty-five County Training Schools in as many counties, enrolling 26.6% of the total colored public high school children. Of the 45 schools, 31 are accredited.

Approximately 50% of the high school graduates each year go to colleges, normal schools, and hospitals for nurse training. The number of graduates since 1922-23 is 11,316.

The increase in the number of accredited colleges has reduced to a minimum the problem of securing properly qualified teachers. In the five-year period prior to 1929-30 colleges within the State increased from 22 to 33 per cent of teachers furnished by them.

Change in the requirements for certification have been elevated gradually. New teachers employed for 1931-32 must be graduates of "A" grade colleges with special preparation in two fields of teaching. The per cent of high school graduates going into the teaching field each year has decreased from 31.9 in 1924-25 to 2.9 in 1929-30.

In 1929-30 just 5.1% of the total colored school population lived in counties where no high school facilities were available. The present program plans high schools accessible to all within five years.

Unique in this field of education is the development in industrial and trades education at Winston-Salem and Wilmington. Liberal contributions from the Rosenwald Fund have aided in the construction of the two modern beautiful high school buildings in these cities.

Institutions of Higher Learning and Training of Teachers

AT the present time there are thirteen institutions of college rank; five of these are supported by public funds and seven are maintained by private funds. All of these institutions have made tremendous strides in the development of their plants and in the enrollment of students. During the year 1923-24 there were 479 students of college grade attending these institutions; in 1926-27, 1,301 students, and in 1929-30 2,545 students.

During the past ten years the number of Negro teachers has increased from 3,884 to 6,177, or a net gain of 2,293. Within the same period the teaching group has changed from 45.78 per cent standard (*i. e.*, high school graduation or the equivalent) to 79.4 per cent. In other words, ten years ago more than half the Negro teachers were below the level of high school graduation, but today only about one-fifth are of this type. Among the teachers employed in 1928-29 there were approximately six times as many teachers with two or more years of college training as in the teaching corps for 1919-20.

The percentage of population enrolled in the colored schools is only two per cent less than for the white schools. The percentage of enrollment in attendance, however, is 9.2 per cent less in the colored schools than in the white. If the percentage of enrollment in attendance in the colored schools was equal to that for the whites, there would be 205,209 pupils in average daily attendance or a net gain of 24,032 pupils attending daily. Using the teacher load as set up for ele-

mentary school teachers, this increase in daily attendance would allow 751 additional Negro teachers. In other words, there would be needed approximately 7,000 teachers for Negro schools.

The State assists in the training of teachers in certain private schools by way of paying the salary of the instructor from State funds, and by organizing and supervising the courses offered. In 1921 there were employed in these departments eight instructors with an enrollment of 210 students. In 1930 there were engaged nine instructors with an enrollment of 433 students. The present requirements in our State demand that we operate our teacher-training program above the high school level.

Through the summer schools and extension classes we have tried to advance the training of teachers at work. The colored teachers have attended summer school with great eagerness and profit, and many of them have greatly improved their efficiency. Naturally, as we turn out more and better trained teachers through our pre-service training agencies, the need for summer school work will lessen.

Other Outside Agencies in the Development of Negro Education

IN North Carolina, as in other Southern States, outside agencies have been very active in assisting in the development of its Negro schools. It will be of interest to know the extent of aid contributed by the following Foundations:

THE GENERAL EDUCATION BOARD

The General Education Board is a Rockefeller Foundation of New York, which has for its general object "the promotion of education within the United States without distinction of race, sex, or creed."

For Negro Public School Enterprises this Board has contributed the sum of \$503,201.30. This money has been used in the following ways: For buildings and general equipment at the State Normal Schools at Fayetteville and Elizabeth City, Winston-Salem Teachers College, and the North Carolina College for Negroes at Durham, \$240,099.81; for Fellowships in universities and colleges to assist worthy men and women to further prepare themselves for the teaching profession, \$18,550; for the purchase of equipment and paying of salaries in county training, or high schools, in some instances thus enabling these schools to become standard high schools, \$112,100.07; for payment of salaries of instructors in State or approved summer schools, \$25,724.42; for State Agents of Rural Schools, that is for the salaries and traveling expenses of certain members of the State Department of Public Instruction for directing and supervising the work of the Division of Negro Education, \$89,712.69; for Home Makers Clubs, \$17,014.31. During the period from 1913-1918 the work of the Home Makers Clubs was carried on in this State. These clubs were organized in twenty-six counties under the supervision of well trained women, in most instances the Jeanes supervisors of the respective counties. The simple rudiments of home-making, gardening, canning of fruits, food values and the like were stressed. The value of this work, no doubt, may be observed today by the better home conditions, which obtain in practically every Negro rural school.

For Private Negro School Enterprises, the General Education Board has contributed the sum of \$583,632.27. Of this amount, \$576,973.97 has been used for the erection of new buildings and in equipping them at Livingstone College, Salisbury; St. Augustine's Junior College, Raleigh; Shaw University, Raleigh; Kittrell College, Kittrell; and Johnson C. Smith University, Charlotte. Then for special courses in teacher-training at Livingstone College and Waters Institute, the remaining \$6,658.30 was used in paying the salaries of the instructors of this special course.

In brief, the General Education Board has, therefore, contributed to all phases of work the sum of \$1,086,833.57.

THE ANNA T. JEANES FUND

Beginning in 1908 the Jeanes Fund has contributed \$183,066.93 to the salaries of Jeanes teachers in North Carolina. The business of these traveling teachers, working under the direction of the County Superintendents, is to help and encourage the rural teachers, to introduce into the small country schools simple home industries, to give talks and lessons on sanitation and health, to promote the improvement of school houses and school grounds, to aid superintendents in securing qualified teachers, in actual supervision of instruction in the individual classrooms, and to organize clubs for the betterment of the school and neighborhood.

In addition to a State-wide worker there are forty Jeanes teachers working in forty-one counties in North Carolina. An example of efficiency of these workers is shown in the improvement of the school houses in the counties in which they work. With the exception of Granville, at least one modern Rosenwald school has been built in every county ever employing a Jeanes helping teacher. Their efficiency percentage has been as high in other fields of activity.

During the school year 1929-1930, forty-one supervisors were employed to do work in forty-three counties. These workers, by making 7,309 visits, supervised 1,440 schools with 2,856 teachers. They aided in organizing and operating 1,116 Parent-Teacher Associations; installing 264 libraries; in building thirty-eight new schools; in increasing the term in ninety schools, and in raising \$34,082.

The Jeanes supervisors also assisted the health workers in these counties in holding health and dental clinics, and in establishing good health habits among the colored people and their children.

THE JOHN F. SLATER FUND

During the first thirty years of its existence, from 1882-1912, the Slater Fund gave practically all its aid to private and denominational schools. During this period the sum of \$134,840 was appropriated for the general development of schools of this type in North Carolina.

During more recent years this Fund has been contributing more largely to the public schools, principally in the development of county training schools. The first schools of this type to be established in North Carolina were in Johnston, Pamlico and Wake counties (1914-1915). There are this year forty-five such schools operating in this State, 31 of which are standard four-year high schools.

For the salaries of teachers in these schools and for the purchase of standard equipment, the Slater Fund has contributed in this sixteen-year period the sum of \$175,655. Likewise, in 1929-1930 this Fund gave \$6,525 aid on salaries of teachers in private colleges, making a total of \$317,020 which North Carolina has received from this source to aid in the development of Negro schools.

THE PHELPS-STOKES FUND

About fifteen years ago the director of this Fund and three assistants made a careful study of all Negro high schools, normal schools and colleges both public and private in North Carolina. This study and the recommendations made have been of great value in the development of all these types of schools. In addition to this service, this Fund has contributed in money to aid several school enterprises.

Care of Buildings and Grounds

IT WOULD be well to check all buildings for leaky roofs, broken window-panes, loose boards, broken steps, doors, locks, screens, floors, desks, stoves, drinking fountains, privies, foundations, etc. If your buildings have not been painted during the past three years, a committee should be selected to give them two good coats outside and inside. Colors most appropriate for outside painting are white, gray or buff. Colors for inside are light cream ceilings and buff walls with light oak or walnut wainscoting. Possibly the school authorities will furnish material if patrons will put it on.

The appearance of the school plant depends to a great extent upon the way the site is developed and kept. Walks, driveways and playgrounds might be laid off and grass started on the area not used for agricultural purposes. It is suggested that shrubs, trees and flowers be planted, being careful to leave plenty of open lawn for play purposes. Low shrubs should be planted about the foundation and in the angles of the buildings, walks and yard. As a rule flowers should be planted in front of low shrubbery and not in straight lines along walks or driveways. Redbud, dogwood, crepe myrtle, elm, sycamore, etc., are excellent for planting along the borders of the site. Walks and driveways should be graded and surfaced with gravel if possible, and should be extended to all outbuildings, water supply, etc. A flagpole equipped with double rope and pulley should be placed to the right of the entrance walk, midway between the gate and the entrance to the building.

It would be wise to have a meeting with your school committee at least one week before Rosenwald School Day. At this conference committees from the patrons could be appointed and designated to specific tasks in connection with the care of buildings and grounds. If at all possible, these improvements should be made before Rosenwald School Day so that specific reports could be made by various committees at this special occasion.



